



## Windsor Park School

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### Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

### CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

### CBE 2024-27 Education Plan



#### Learning Excellence

Strong student achievement for lifelong learning and success

#### Well-Being

Students and employees thrive in a culture of well-being

#### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

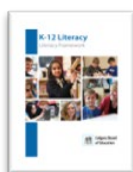
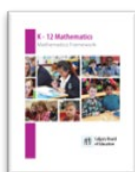
## School Development Planning

### Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps





# School Development Plan – Year 2 of 3

## School Goal

*Student achievement in disciplinary literacy will improve*

## Outcome:

*Increased student achievement in reading comprehension (through effective task design).*

## Outcome Measures

- Provincial Assessment Gr K-3 (CC3, LeNS, PAST, RAN, Numeracy)
- Report Card Data – Reading stem
- CBE K-3 survey Academic and Well-being

## Data for Monitoring Progress

- Professional Learning Community (PLCs) data tracking
- Visible learning intentions and success criteria
- Power School entries in Gradebook
- EAL Benchmark tracking
- Weekly UFLI check ins
- CBE K-3 Academic and Well-being survey

## Learning Excellence Actions

- Build vocabulary by providing explicit instruction and rich language experiences
- Use and reference mentor texts, writing and math exemplars (examples and non-examples) and success criteria for next steps in learning
- Professional Learning to increase utilization of high impact strategies
- Use technologies intentionally and purposefully to support literacy practices and represent learning

## Well-Being Actions

- Nurture school well-being and connectedness by creating opportunities that facilitate student, family and community engagement
- Empower students to have voice in their learning and assessment
- Intentional teaching of Social Emotional Learning concepts
- Create learning spaces that provide learners with a safe and respectful environment

## Truth & Reconciliation, Diversity and Inclusion Actions

- Teacher collaboration in creating engaging and equitable tasks with formative and summative assessments
- Curate and utilize inclusive, linguistically diverse, culturally diverse and inviting texts
- Students sharing thoughts and listening carefully to others through regular classroom sharing circles

## Professional Learning

- Engagement in system professional learning (literacy intervention and well-being)
- Math UP online learning
- Learning with CBE Indigenous Strategists
- System PL opportunities Neurodivergent learners workshop with CBE SLP

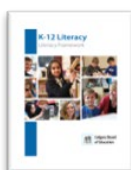
## Structures and Processes

### Classroom:

- Learning intentions shared with students
- Task criteria and assessment clear for students (examples/non examples)
- Daily literacy tasks across content areas

## Resources

- CBE Literacy Framework
- CBE Well-being Framework and Companion Guide
- IPP Companion Guide
- CBE Holistic Lifelong Learning Framework
- CBE Mathematics Framework
- UFLI





## School

- Collaborative weekly grade team planning
- PLC Cycles/Power School
- Collaborative Response Team Meetings/SLTs
- PLC cycle with focus on task design
- Use of assessment data in grade team planning
- Create common language (buffalo walking into a storm) with growth mindset

## School Development Plan – Data Story

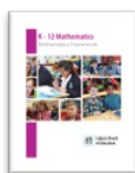
2024-25 SDP GOAL ONE: *Student achievement in disciplinary literacy will improve.*

Outcome one: Increased student achievement in reading comprehension (through effective task design).

In September 2025, Windsor Park K-3 School opened as a new CBE community. 101 students in grades 1 and 2 students from Elboya School transferred to Windsor Park School. 20 kindergartens also registered and approximately another 15 students from other schools completed the new student population. The creation of this new K–3 elementary program was in response to the growing number of young families in the Windsor Park community and the enrolment pressures at Elboya School. Therefore, utilizing and analyzing Elboya's School Development Plan (SDP) was decided. Of note, Elboya is a K–9 population and drew on a variety of data sources, including middle years surveys and report card indicators. As a result, some data sets used in that plan reflected the needs of a broader K–9 school community rather than those specific to early learners.

Celebrations (from Elboya School):

- Students' reading comprehension results increased with more students at a basic or proficient level
- Implementation of learning intentions and success criteria resulted in stronger vocabulary across the disciplines
- Perception data showed an overall strong sense of Indigenous ways of knowing and acknowledgement and appreciation for cultural diversity. Data also showed an increased sense of belonging within the learning community



### Areas for Growth

- Student reading comprehension skills in content areas require further development through strategic assessment, instruction and resources
- Increase student sense of belonging as they have been transferred to a new school environment

### Next Steps

- Survey students three times this year to identify and then improve areas of weakness in academic and well-being attitudes
- Create and utilize clear examples, rubrics and identified learning intentions and success criteria in content areas
- Support EAL learners in reading and writing by utilizing high impact strategies to build content vocabulary, helping teachers to give targeted support through tasks and feedback

### ***September 2025 Student Data:***

#### **Grade 1 Provincial assessment screeners completed in September 2025**

14% requiring additional support in literacy

17% requiring additional support in numeracy

#### **Grade 2 Provincial assessment screeners completed in September 2025**

17% requiring additional support in literacy

20% requiring additional support in numeracy

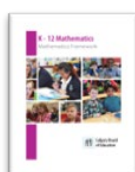
#### **Grade 3 Provincial assessment screeners completed in September 2025**

16% requiring additional support in literacy

20% requiring additional support in numeracy

**EAL** (students currently identified as learning English as an additional language)

Kindergarten	52%
Grade 1	33%
Grade 2	35%
Grade 3	32%





### June 2025 Report Card Data

**Report card stem** “Reads to explore and understand” grade 1 and 2

**Report card stem** “ Uses early literacy strategies to explore and express ideas” kindergarten

Grade	Basic understanding Indicator	Proficient understanding Indicator	English Language Learning Indicator
Kindergarten	13%	82.5%	4.5%
Grade 1	15%	78%	7%
Grade 2	11%	79.6%	9.4%

**Report card stem** Writes to express information and ideas” grade 1 and 2

**Report card stem** “Uses early literacy strategies to explore and express ideas” kindergarten

Grade	Basic understanding Indicator	Proficient understanding Indicator	English Language Learning Indicator
Kindergarten	13%	82.5%	4.5%
Grade 1	18%	75%	7%
Grade 2	16%	74.6%	9.4%

